

*ADD/Chino*  
*12/21/84*

19 December 1984

MEMORANDUM FOR: Director of Training and Education  
THROUGH: Associate Deputy Director for Intelligence  
FROM: [REDACTED] STAT  
Director of Current Production and Analytic Support  
SUBJECT: Request for Full-Time Training  
For Second Semester

1. The Office of Current Production and Analytic Support requests that the Agency sponsor [REDACTED] as a full-time student at Harvard University during the second semester beginning in January 1985. [REDACTED] has been accepted for admission to the Midcareer Program at Harvard's Kennedy School of Government. The program is a flexible one, and [REDACTED] will pursue courses in the Public Administration and Analytics cores related to her primary area of interest. STAT  
STAT  
STAT

2. [REDACTED] intends to remain with CIA and to work in areas that will allow the Agency to benefit directly from her studies. Her thought is that it will take specific efforts to translate excellence into daily reality and to met the goals the Agency has set for itself in the Strategic Plan. STAT

3. The Office of Current Production and Analytic Support believes that 10 months of study at Harvard University would enhance [REDACTED] considerable skills as an analyst and editor and increase her future worth to the Agency. She is a dedicated and mature professional who has planned her course of study carefully and who can be counted on to take full advantage of this exceptional training opportunity. STAT

[REDACTED] STAT

Administrative Internal Use Only

SUBJECT: Request for Full-Time Training for Second Semester

Concur:

Associate

Director of Intelligence

12/21/84  
Date

STAT

Approved:

Director of Training and Education

3 JAN 1985

Date

STAT

Attachments:

- A - Tentative list of courses
- B - Copy form 136

Administrative Internal Use Only

December 11, 1984

Report for:

DDI Career Development Officer  
2E42 Headquarters Building  
Washington, DC 20505

STAT

From :

STAT

Even though the work is much more demanding than I anticipated, I love being at Harvard and could not be happier. And I know I'm a good ambassador for the Agency as many people have taken the trouble to say they've reassessed their opinions after meeting such a friendly CIA person.

But on to specifics. . .

1. The Summer Program for Public Administrators in August consisted of daily classes in math and economics, twice weekly courses in writing and speed reading, and lectures giving a taste of courses from the fall semester. The program kept me at school all day and busy with homework most every evening until 1 a.m. There were exams but no transcript of grades. I got a perfect score on the math exam and about a B in the economics but am not sure as the professor tootled off without giving us the course grades. My Agency writing experience proved most useful. The first paper I did in the writing course was selected as an example for the rest of the class and has been incorporated into the Kennedy School curriculum. I found the Summer Program invaluable not only for the chance to hone specific skills but also for the chance to meet other students, in particular the 40 or so foreigners in the Mason Program.

2. Being here in August also enabled me to survey courses at the other schools at Harvard. For one thing the other schools start early in September. For another, the best courses are closed by late in August. In short, the Kennedy School catalog lists only a few courses from other schools and to see the full offering one had to get the catalogs from the various schools and negotiate with the registrars and professors of those schools. The Lewis class at the Law School, for example, is regarded as the

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best media course at Harvard but it has a very limited enrollment and only six of us from Kennedy were admitted--and of the six I was the only one who is not an attorney, a reporter, or a teaching assistant. Had I waited until September I wouldn't have made it.

3. I came intending to focus on analytics courses and after looking around decided instead on courses unique to Harvard and preferably with outstanding teachers. The courses I'm taking are:

At the Kennedy School:

Leadership and Group Dynamics - Ronald Heifetz  
The American Presidency - Richard Neustadt

Both are in the Public Management Core.

At Harvard Law School:

The Constitution and the Press - Anthony Lewis

At the Faculty of Arts and Sciences

Myth and History in Spanish America - Carlos Fuentes

Course descriptions are attached.

4. The Leadership course is a laboratory for experimenting with how and why groups work--or avoid work--on tasks. The small group I'm in includes an Israeli, a South Korean, an Argentine, a Frenchman, and a Black South African from the Zulu Homeland, in addition to five Americans. The media class provides insights on the issues that have developed between the press and the government and given me some ideas on how we might begin to move away from an adversarial relationship. The Spanish America course is opening a wide and fascinating world of cultural development that I did not know existed. And the Presidency has given a keen insight into the constraints and opportunities that face the different men in the Oval Office. Apart from the courses I participate in a Leadership 2000 seminar that deals with political office and learning to speak on television.

5. So far there have been exams or papers in only two of the courses. In Leadership I have gotten the two top grades on most of the weekly papers. In the Presidency midterm I earned a B. In the law class there is only one exam--the final. With hindsight, I think I chose

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interesting but awfully difficult courses for the first semester. In particular, the reading load is staggering and I can take only a few days off over Christmas because I have so much work to complete.

6. It is still a bit early to settle on second semester courses. But I hope to take the Research Seminar on Leadership with Ronnie Heifetz and while I expect to be selected, I may not be because the class is open to only 16 students and about 35 have signed up already. I have arranged to take Precalculus at Harvard College, and I plan to pick another three courses from among the following at the Kennedy School:

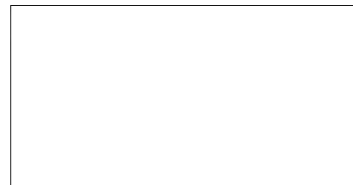
Political and Organizational Analysis  
Legislative and Congressional Behavior  
Managing Policy Development in the White House  
Managing the Intergovernmental System  
The Public Manager's Trade  
Corporate Governance

Which I end up in will depend on lots of factors, including how the professors and courses are rated by previous students and what the schedule of classes is. Also, I want to see what's good at the Law and Business Schools. If you would like, I will drop you a list of the final selections as soon as I know them--probably in late January.

7. In case I don't survive all the pressure, I do want to send my deeply felt thanks to everyone at the Office for the opportunity to be here. I am ecstatic most of the time and feel so fortunate to be able to learn in such a rich environment.

STAT

Attachment:  
Course Descriptions



**M-690**  
**[Labor Relations]**  
**David Kuechle**

This course will examine problems in labor relations in both the public and private sectors, with special attention to higher education and school systems. Attention will be focused on union organization, collective bargaining, and day-to-day administration of contractual relations between educational managers and unions representing facilities and support staff. The following topics will receive particular attention: the social, political, and legal environment underlying labor relations; the nature of unions; grievance and arbitration procedures; union pressure tactics; concepts of seniority; tenure and personnel cutbacks; and the impact of civil rights legislation on union-management relationships. Teaching methods will include case analysis, role playing, and involvement exercises. Current events will receive attention throughout. There will be a final examination.

*Note:* Also offered by the Graduate School of Education as A-510. Not offered 1984-85.  
*Half course (fall).*

**M-691**  
**[Labor Relations Practices]**  
**David Kuechle**

This course is designed for those who expect to have direct responsibilities in labor relations and wish to develop greater breadth and depth in the field. Principal emphasis will be on the development and implementation of labor relations policies in the public sector, with special attention to educational settings. The course will provide in-depth simulated experiences in matters that are likely to be faced by managers and labor leaders. Included among these will be union organization drives, certification elections, unfair labor practices, labor board hearings, the preparation and presentation of cases for arbitration, tactics for coping with picketing and boycotts, and relations with mediators, fact-finders, members of the media, and politicians.  
*Prerequisite:* M-690, or its equivalent.

*Note:* As in M-690, current events will receive regular attention. Also offered by the Graduate School of Education as A-520. Not offered 1984-85.  
*Half course (spring).*

**M-692**  
**[Managing Negotiations]**  
**David Kuechle**

This course is designed for students who wish to manage negotiations more effectively. It is based on the premise that everyone with significant management responsibilities is involved in some form of negotiation every day. These involve intraorganizational transactions, line-staff relationships, trades with individuals and firms outside an organization, and multiparty negotiations involving other organizations, government agencies, and representatives of the media. Four major objectives guide the presentation of this course: (1) to gain a broad, intellectual understanding of the negotiation process; (2) to impart knowledge and skills that will lead to greater success in negotiation; (3) to develop confidence in the negotiation process as an effective means for resolving interpersonal and organizational conflict; and (4) to apply models, frameworks, and tools to the negotiation process so that participants may learn to diagnose opportunities for negotiation and develop appropriate strategies for its conduct. Teaching materials will include cases, readings, role play simulations, and skill development experiences. Materials will be drawn from public and private sectors, governments at all levels, school systems, colleges, and universities.

*Note:* Also offered by the Graduate School of Education as A-505. Enrollment limited. Not offered 1984-85.  
*Half course (spring).*

**M-696**  
**Personnel and Labor Relations:**  
**Issues for Public Managers**  
**Walter Broadnax**

Presents a practical approach to managing people from the perspective of an operating manager. Addresses issues and skills including motivation, hiring, firing, organizational

change, labor relations, affirmative action, compensation, and performance evaluation. It touches upon civil service reform, equal employment opportunity, and management development. An important objective of the course is to understand the power relationships between operating managers and other, often unexpected, actors in the process of managing people in a public organization. The goal is to help managers wield more influence in pursuit of better organizational and employee performance. Concepts and techniques are presented largely through case studies and lectures.

*Half course (fall) Mon., Wed. 12:30-2:00.*

**M-697**  
**Managing Human Behavior**  
**Walter Broadnax**

Management consists, in large measure, of managing people. This course is designed to provide students with an understanding of human behavior in organizations and the ways that public management can apply this understanding to the practice of management. Part I of the course concentrates on motivation and behavior, communication, power and influence, and group decision processes. Part II of the course focuses on issues related to organizational structure, design, and processes. Part III addresses issues related to managing conflict, adaptation, and change.

*Half course (spring) Wed., Fri. 9:30-11:00.*

**M-698**  
**Leadership and the Mobilization**  
**of Group Resources**  
**Ronald Heifetz**

This course offers students conceptions of leadership and opportunities to explore and draw upon their own efforts and experiences in the leadership role. The aim is to provide a basis for the continued development of the capacity to lead, i.e., to manage oneself and groups in a way that elicits creative thinking and purposeful action. The course will consider various approaches to group relations and leadership, and will focus on particular models that are useful in developing a framework for understanding and managing the functions of leadership as well

as authority. Through numerous classroom exercises and written analyses, students will increase their ability to manage the variables that determine their effectiveness in the leadership role.

*Half course (fall) Thurs. 4-6:00, third hour to be arranged.*

**\*M-699**  
**Research Seminar in**  
**Leadership**  
**Ronald Heifetz**

This seminar will provide in-depth exposure to the mechanisms and workings of groups from the perspective of leadership. In particular, students will explore a variety of interventions in groups of various types, both from a theoretical and from a practical point of view.

*Prerequisite:* M-698. Enrollment limited; permission of the instructor required.

*Half course (spring) Fri. 11:00-2-5*

**M-702**  
**Financial Management,**  
**Budgeting, and Control**  
**Herman Leonard, Mary O'Keeffe**

Presents an overview of financial management concepts used in the public sector, broadly defined to include not-for-profit institutions. The course will begin with a survey of fundamental accounting concepts and financial statements. It will then treat issues of cost accounting, public pricing, budgeting, and control. The course will be taught largely in a case format. Substantial preparation for and participation in class will be required.

*Note:* Students will be expected to achieve an acquaintance with basic concepts of accounting prior to enrollment in the course. Students should prepare by undertaking the "programmed learning" introduction to accounting in *Essentials of Accounting*, 3rd edition, by Robert N. Anthony. There will be a short quiz based on the Anthony workbook during the first week of the course.

*Half course (fall) section A: Tues., Thurs. 8:30-10:00; section B: Tues., Thurs. 10:30-12:00.*

point for the various activities conducted in the course, whether cognitive, affective, or behavioral in nature. The model that will be followed will take participants through a learning process that will provide an understanding of interpersonal behavior, intrapersonal behavior, and group behavior within various organizational and administrative contexts. Each person completing this course should have developed a clearer understanding and a deeper appreciation of the impact interpersonal behavior(s) may and do have on managerial intentions and organizational outcomes.

*Note:* Enrollment will be limited.

*Modular course (spring, period III) Thurs. 4-6:00.*

**M-622  
Legislative and Congressional Behavior**

*David Blumenthal, Martin Linsky*

This course will teach students how to deal successfully with legislatures. Topics covered will include the process itself, the role of staff and support agencies, legislative leadership and committee structure, the budget, and the view from the perspective of outsiders such as interest groups and the executive branch. Special attention will be given to Congress, both as a paradigm and as the most influential legislature in American government.

*Note:* Enrollment is limited.

*Half course (spring) Mon., Wed. 10-12:00.*

**M-651m  
The Political Management of Federal Departments**

*Jonathan Moore*

Addresses problems present in making and implementing policy in federal departments. The areas of specific concern are complex and difficult political issues. Specific illustrative cases drawn from various federal departments will be used. Examines the "external" developments and actors influencing policy and program outcome that are beyond immediate control of

the departmental official. Five sets of political interests will be stressed: the professional bureaucracy, the external constituencies most directly affected, the White House, the Congress, and the media. Problems of transition, interdepartmental relations, crisis management, damage limitation, and ethics will be included. The module will use appropriate analytic techniques and will develop common propositions as it proceeds.

*Modular course (spring, period III) Tues. 2-4:00.*

**M-659m  
Managing the Public Procurement Process**

*Richard Ravitch*

Explores the financing of public capital expenditures at the state and local level and the governance of institutions that make them. Specific topics include: how capital needs are identified; the merits of alternative financing techniques; the relationship between a public authority's "credit-worthiness" and its dependence on the legislative process; the comparative merits of various procurement techniques, including foreign procurement and its political implications; the role of the media; differences between public and private sector governance including labor relations; and the relationship between federal, state, and local institutions, laws, and political processes. The module will emphasize practical skills for use in the public agencies in question.

*Modular course (spring, period IV) Thurs. 2-4:00.*

**M-664m  
The Management of Policy Development**

*Instructor TBA*

Examines policy development in a variety of settings, including legislatures, administrative agencies, and courts, and in a variety of situations, including those in which programmatic design is shared between two levels of government. Explores innovative policy development techniques, such as the use of presidential commissions and the congressional budget process. Through these examinations, the course will analyze important aspects of policy

management, including issue identification, strategy formation, policy analysis, and implementation planning.

*Modular course (spring, period III) hours to be announced.*

**M-665m  
Managing Policy Development in the White House**

*Stuart Eizenstat*

This course deals with the factors that influence decision making by the President and the ways of managing policy development in the White House.

*Modular course (spring, period IV) Fri. 10-12:00.*

**M-671  
The American Presidency**

*Richard Neustadt*

The development and modern practice of elective executive leadership in the United States, focusing attention on the tasks and arts of rulers as participants in governmental action. British antecedents and counterparts will be introduced to sharpen analysis.

*Note:* Also given by the Department of Government as Government 1540.

*Half course (fall) Tues., Thurs. 12-1:00, third hour to be arranged.*

**M-675  
Managing in the Intergovernmental System**

*Hale Champion*

A majority of all domestic service and regulatory programs involve more than one level of government in their financing, accountability, delivery, and/or regulation. This course emphasizes the characteristics of state and local participation and the indirect management responsibilities of federal supervisors in Washington, D.C., and in regional field offices. It also deals extensively with the use of political back channels at all levels. Cases include material on health, welfare, environmental protection, transportation, economic development, human services, revenue-sharing, and other major intergovernmental programs, plus readings and discussion of the evolution of

the rhetoric, theory, and practice of U.S. Federalism from the Federalist papers to the contemporary arguments about a new Federalism.

*Half course (spring) Thurs. 9-11:00, third hour to be arranged.*

**M-677m  
The Public Manager's Trade**

*Hale Champion*

This module is designed to explore a variety of operational skills, techniques, and devices available to public managers in their daily functions. The sessions will be in the form of workshops and include: how to hire; how to fire; how to make sure assignments are mutually understood; how to get more information than is volunteered; how to deal with secretaries, special assistants, government lawyers, and other professional advisers; how to cope with the telephone; in-and-out boxes; how to use meetings; and in general, how to get work done both before and after the policies have been determined and the strategies set.

*Modular course (spring, period IV) Mon. 4-6:00.*

**M-678  
Management Information Systems**

*Jerry Mechling*

Over the next twenty-five years, computers will exert a major influence on public sector managers—whether as managers, policy analysts, or simply as members of a society that is rapidly becoming computerized. This course is designed to assist students in dealing intelligently with the choices involved. The focus will be on management tools and the uses of computers to improve organizations. To this end, students will become familiar with basic MIS concepts, the systems development process, and a range of important applications and issues. In addition, but to a lesser extent, students will examine the use of computers as personal tools and the impacts of computerization on broader social and economic issues. As part of the course, students will gain some hands-on experience with management oriented microcomputer software.

*Half course (spring) Mon., Wed. 12:30-2:00.*

**Constitutional Law:  
The Constitution  
and the Press**Mr. Lewis  
2 credits (3034) Fall

The press and other forms of mass communication have acquired a more significant role in the United States than in any other country. Their constitutional protections against official regulation have been greatly enlarged by the courts in recent years. As the press assumes a more significant public role, should it have special privileges under the Constitutional system? What is the relevance of media concentration? Do new legal responsibilities go with new power?

Classroom discussion by students is expected, and no one should take this course unless he or she is prepared to read the often extensive materials and join in the discussion. Course enrollment will be limited to 50 students.

Multilithed materials will be used, but a casebook is recommended for supplementary reference: Franklin, *Cases and Materials on Mass Media Law* (Foundation Press).

**Constitutional Law:  
Constitutional Remedies**Visiting Professor Eisenberg  
2 credits (3035) Winter

Explores in depth the history and current status of 42 U.S.C. §1983, the dominant statutory vehicle for vindication of constitutional rights in civil cases. Topics include the important antecedent civil rights statute, the Civil Rights Act of 1866, the scope of §1983, the immunities from suit of individuals and governmental entities, and the relationship between federal and state courts in civil rights cases.

**Seminar: Constitutional Law-  
Ideology and Legitimation in  
Constitutional Law**Professor Parker  
Not offered 1984-85

This seminar will analyze and evaluate the study of constitutional law as a process of legitimation structured by ideology. We shall ask: What does it mean to study constitutional law this way? How can we do it? Is it worth doing? To deal with such questions, we may spend more than half the semester considering non-legal writings on the theory of legitimation and ideology. Then, we shall consider some recent court opinions and scholarly writings on constitutional law in light of that theory.

Multilithed materials.

**Consumer Protection**Professor Rakoff  
Not offered 1984-85

This course will deal with the characteristic problems involved in applying the "general" law of contracts to consumer transactions, and with some of the corrective measures— judge-made, statutory, and administrative— which have been taken to meet those problems. No effort will be made to cover the field of consumer protection as a whole, but arguments of general applicability will be canvassed. The dual foci of the endeavor will be to attempt to understand the subject-matter area and to try to comprehend the interrelations of the various aspects of the legal system pertaining thereto.

Students enrolling in this course should be familiar with the basic principles of administrative law as well as contract law.

Materials to be announced.

**#Copyright**Professor Miller  
2 credits (3036) Spring

Legal problems arising in the production, marketing and distribution of literary, artistic, musical, and related works. The course centers on the law of copyright and the changes brought about by the new statute and the influences of modern information and entertainment technologies. It considers also the relation of copyright to other branches of law, including "unfair competition."

Kaplan and Brown, *Cases on Copyright* (3d ed.).

**Corporate Finance**Section C  
Mr. Louis Cohen  
2 credits (3059) Winter

A study of financial transactions of publicly held corporations, including equity and debt financings, mergers and acquisitions, reorganizations and other corporate adjustments, and liquidations. The emphasis will be on the role of the lawyer as counselor, negotiator, and draftsman. Several recent transactions will be studied in some detail. Prerequisite: Corporations. Brudney and Chirelstein, *Cases and Materials on Corporate Finance* (1979 and 1982 supplement); mimeographed materials.

**Corporate Finance**Section B  
Professor Clark  
4 credits (3038) Spring

Economic and legal problems arising in connection with financing decisions of publicly held corporations, including valuation of the enterprise and its securities, determination of securities structure and dividend policy, and decisions on investment opportunities, whether by internal expansion or by merger or take-over. Consideration will be given to the application of Federal securities regulation and State law to the corporate decisions and to the import of the legal requirements for investors.

This course is open only to students who have successfully completed the Corporations course.

Brudney and Chirelstein, *Materials on Corporate Finance* (2d ed. 1979).



# History and Fiction in Spanish America

## Required reading

(Available at the Coop and on reserve at Hilles and Lamont Libraries. For those taking the section in Spanish there will be a limited number of these books for sale at Schoenhof's.)

Azuela, Mariano.	<u>The Underdogs</u> (Signet)
Borges, J.L.	<u>Labyrinths</u> (New Directions)
Carpentier, Alejo.	<u>The Lost Steps</u> (Alfred Knopf)
Cortázar, Julio.	<u>End of the Game and Other Stories</u> *
Díaz del Castillo, Bernal	<u>The Conquest of New Spain</u> (Penguin)
Erasmus.	<u>Praise of Folly</u> (Penguin)
Lezama Lima, José.	<u>Paradiso</u> *
Machiavelli, N.	<u>The Prince</u> (Penguin)
More, Thomas	<u>Utopia</u> (Penguin)
Rojas, Fernando de.	<u>Celestina: A Play in Twenty-One Acts</u> (University of Wisconsin Press)
Rulfo, Juan.	<u>Pedro Páramo</u>

#35

There is also a SOURCEBOOK for this course which is an anthology compiled of the articles and book chapters relevant to the course topics. It should be bought at the Core office (after the second week of class).

\* Sold at the Core office, 38 Kirkland Street (after the fourth week of class)

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